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ABSTRACT

This paper reports on evaluations of a projective measure of self-esteem adapted from the Tasks of Emotional Development (TED). The evaluations were conducted in 7 studies with a total sample of 416 children and adults. The revised TED uses a five-point scoring system ranging from negative to positive self-esteem. Interrater reliability in the evaluations ranged from 77 to 100 percent, and test-retest reliability was high. Results from the seven studies indicated that children's scores on the revised TED related to some self-report measures of self-esteem, including subscales of the Harter Perceived Competence Scale; behavioral problems; social and academic performance; and parents' self-esteem. Adults' scores related to reported medical symptoms; problems in sexual functioning; and some personality characteristics, such as passivity. The revised TED correlated less well with social desirability scales, including the Children's Social Desirability Questionnaire, than did self-report measures. Appended materials include the revised TED picture stimuli; a description of the scoring system; and summaries of the seven evaluation studies. Each summary includes author, title, date, a description of the sample, a list of relevant self-esteem measures, and results of the study. A 10-item reference list is provided. (BC)

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AN ALTERNATIVE TO SELF REPORT MEASURES OF SELF ESTEEM: VALIDATION OF A PROJECTIVE
MEASURE FOR CHILDREN AND ADULTS BASED ON THE TED

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Abstract

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The present paper introduces a projective measure self esteem adapted from the
Tasks of Emotional Development (TED), and presents extensive validity data for
the measure collected from six independent samples (with sample sizes across
studies ranging from 30 adult women to 120 families and a total N of 416)
analyzed in seven different dissertations conducted at Boston University. A five
point scoring system is discussed in detail. Children's scores on the revised TED
related significantly to some self report measures of self esteem (including some
sub-scales of the Harter Perceived Competence Scale and the Piers-Harris), to
behaviorial problems, to children's social and academic performance, to parents'
self esteem, and to the type of defenses children used. Adults' scores related
to reported medical symptoms without a diagnosis, to problems in sexual
functioning, and to personality characteristics such as passivity.

The revised TED correlated less highly with social desirability scales, including the Marlowe-Crowne and the Children's Social Desirability Questionnaire, than did self report measures of self esteem. These relationships suggest that the revised TED is less likely to measure impression management than are self report measures. Studies which explored patterns of relationships among revised TED scores, social desirability scores, and self report measures (e.g. using cluster analyses) are discussed. Inter-rater scoring reliabilities ranged from 77 to 100% across studies, and the test re-test reliability was high ($r = .51$.)

introduction

A growing number of theorists and researchers have argued for the development of new measures of self esteem which are not based on self-report. For example, Baumeister, Tice and Hutton (1989) present convincing data which suggest that self report measures reflect self-presentational style and interpersonal motives, not an intrapsychic experience about the self. They argue that low self esteem scorers on such scales are taking a cautious and prudent stand in attempting to protect themselves from failure, embarrassment, and rejection; whereas high self esteem scorers may be taking an aggressive and ambitious stand in an attempt to enhance their prestige and their reputation. Epstein (1985) also argues that self report procedures tend to reflect what a person believes is a reasonable way to behave. Furthermore, he argues that self esteem is different from conscious self evaluation, and includes confidence, emotional stability, frustration tolerance, openness to new experience, and lack of defensiveness. He cites data that respondents high on both defensiveness and self reported self esteem behave similarly to low self esteem respondents who are not defensive, thus highlighting the importance of either obtaining measures of both defensiveness and self esteem or of measuring self

esteem in ways other than self report.

In a similar vein, Cassidy (1988) has written that self report scales are often contaminated by social desirability concerns which make the interpretation of high scores especially difficult. Her arguments are bolstered by findings in our laboratory and elsewhere that self reported self esteem scores are often significantly related to social desirability scores (cf. Landau, 1986 in Table 2). Cassidy categorized children into three groups based on an interview about the self, including a "perfect" group, children who insisted that they were perfect in every way; a "negative" group, children who perceived themselves almost exclusively in negative terms; and an "open/flexible" group: children who realistically admitted to minor flaws. She found that children who were insecure/avoidant in their attachment to primary caretakers tended to give more "perfect" responses, which suggested that their very high self esteem scores were compensatory for underlying dysphoric feelings. This is a somewhat different suggestion from Baumeisters' -- that individuals with high self esteem may be self enhancing not for interpersonal reasons, but for their own intrapsychic defensive purposes. In either case, the interpretation of high self esteem scores is difficult.

Cassidy's (1988) suggestion that open/flexible self esteem may be the most adaptive type of self esteem casts further doubts on the use of self report measures, since those who score most highly are probably the least flexible. In fact, Baumeister and his colleagues found that subjects with relatively low self esteem had actual scores which hovered around the midpoint of the scales. This suggests that people usually interpreted to have low self esteem may be those who are actually most able to admit to imperfections.

The Revised TED

The present paper introduces an alternative to self report measures

using a projective measure adapted from the Tasks of Emotional Development (TED: Cohen and Weil, 1975), and presents extensive validity data for the measure collected from six independent samples (total N = 416) and analyzed in seven different dissertations conducted at Boston University. We will refer to this measure as the revised TED.

Instructions to Subjects

As displayed in Figure 1, the revised measure consists of a line drawing of either a faceless boy or girl (chosen to match the sex of the respondent) looking in a mirror. Respondents are asked to tell a story about the picture, as follows: "Please make up a story about this picture. What happened, or is happening, or is going to happen in the story? Your story should have a beginning, a middle, and an ending. What is the person in the story thinking or feeling?"

Scoring

We developed a 1 to 5 point scoring system, outlined in detail in Table 1, which gives a score of (1) to stories which depict negative self esteem and a (5) to those which depict positive self esteem. The midpoint reflects a willingness to report both positive and negative aspects of the self.

Cohen and Weil's (1975) original scoring system included five separate 4 point scales for the following five constructs: perception (does the child identify with the story character?); outcome (positive to negative); affect (positive to negative); motivation (reason given for the child's having a good or poor self-concept) and spontaneity (the degree to which the examiner needs to probe for a scorable response). Some of these scales were interdependent,

e.g. if the outcome was positive then the affect would be positive as well.

Our revised scoring system combines features of several of these scales into one 5 point scale and draws most heavily from the affect scale. The midpoint we added in our scale is especially important because it depicts people who are ambivalent about themselves, as we noted above. These people may be equivalent to Cassidy's (1988) open/flexible group.

Reliability

Inter-rater reliabilities were assessed for at least 20% of the protocols in five samples. The percentage of protocols on which two psychology graduate student raters independently agreed on the scores ranged from 77 to 100% across studies. One of the studies (see Jirkovsky, 1986, Table 2) found that the test re-test reliability of the measure on a sample of 30 eight- year-old boys after a 3 month interval was quite high ($r = .51$, $p < .05$). (We are in the process of collecting additional test re-test reliability data on a much larger sample which should be available by December, 1991.)

Validity

Table 2 displays the characteristics of the samples, measures, and results of the seven studies. The results indicate that the revised TED is a helpful addition to currently existing self esteem measures and can be used with both children (as young as age 6) as well as with adults. Scores on the revised TED relate significantly to some self report measures of self esteem, including the Piers- Harris and the Harter Self-perception Profile for Children (Harter, 1985) using specific subscales and in some samples). Further evidence for the validity of the revised TED is indicated by the findings that children's scores on the measure did not relate to verbal intelligence, as measured by WISC-P

Vocabulary scores, but did relate to behavioral problems in children as measured by the Quay-Peterson Behavioral Checklist, to several aspects of children's social and academic performance, to parents' self esteem, and to the types of defenses children used. In a sample of adult women, revised TED scores related to reported problems in sexual functioning and to the reported number of medical symptoms without a specific diagnosis. Older school aged children scored with lower self esteem than did younger school aged children, as similar to age differences reported using other measures of self esteem.

An important consideration is that the revised TED significantly correlated with social desirability scales in fewer studies than did self report measures, indicating that the revised TED measure may be less subject to defensive responding than are self report measures.

Exploring Patterns of Relationships among Self Esteem Measures

Investigators can attempt to look at the correlates of different patterns of self esteem using both the revised TED and self-report measures. For example, both Hay (1989) and Nass (1991) explored patterns of scores on several measures: the revised TED, social desirability scales, and self report measures of self esteem (either the Marter or the Rosenberg).

Hay (1989: see Table 2) examined the relations among children's use of defenses and self-esteem management by using categorical scores on the revised TED. One hundred and twenty children participated (60 males; 60 females). The younger group averaged 7 1/2 years of age; the older group averaged 11 1/2 years. Defense use was assessed using an Emotional Attribution Task and a Children's Social Desirability Scale (CSDS). On the Emotional Attribution Task, children were asked to rate the intensity of their feelings in certain situations. Self-esteem was assessed using the revised TED and the Global Self-worth Subscale of the Self-perception Profile for Children (Marter, 1983).

On the TED, 53% of the children were rated in the Negative or Somewhat Negative category; 21% Ambivalent; 18% Somewhat Positive; and 8% Positive. In terms of defensiveness, the results revealed that children who were rated as Somewhat Positive on the TED were the most defensive. These children had the most difficulty admitting common human faults on the Children's Social Desirability Questionnaire (CSDQ) (e.g., acknowledging that they sometimes made mistakes or told a little lie). On the Emotional Attribution Task, children in the Somewhat Positive self-esteem group denied or minimized feelings of hurt significantly more than children in either the Negative or Somewhat Negative self-esteem groups (M for Somewhat Positive = 32.8%, SD = 24.5%; M for Negative = 13.5%, SD = 10.9%; M for Somewhat Negative = 18.1%, SD = 16.1%). They also used significantly more reaction formation involving liking/respect than children in the Somewhat Negative or Negative groups (M for Somewhat Positive = 24.6%, SD = 25.5%; M for Negative = 13.6%, SD = 16.5%; M for Somewhat Negative = 13.8%; SD = 13.6%). In contrast, children who were rated in the Negative Self-esteem groups or the Ambivalent group were the least defensive on the CSDQ, and did not differ significantly from each other. There was also a trend for children who were rated with Positive or Ambivalent self-esteem to use less Minimization than children in the other groups, suggesting that these children are more able to tolerate intense emotions (M for Positive = 6.8%, SD = 8.1%; M for Ambivalent = 9.5%, SD = 10.4%; M for Somewhat Positive = 19.8%, SD 18.1%; M for Negative = 15.4%, SD = 16.0%; M for Somewhat Negative = 18.0%, SD = 16.4%).

Nass (1990), as outlined in Table 2, worked with a sample of over 200 parents (111 women: X age = 39 years; 93 men: X age = 40 years) and their six to twelve year old children. He performed a cluster analysis on the three self-esteem measures given to the parents: the revised TED, the Rosenberg self-esteem scale, and the Marlowe-Crowne social desirability scale. He used Ward's method with squared Euclidean distances as the proximity measure, and found that his sample sorted themselves into four clusters: those with true good

self esteem, (who had high Rosenberg scores, average revised TED scores, and low social desirability scores: 7 mothers, 9 fathers), those with defensive responding, (who had above average scores on all three measures: 21 mothers, 21 fathers), those with mixed self esteem (who had average scores on all three measures: 22 mothers, 23 fathers); and those who were self effacing (low Rosenberg scores, high TED scores, and high social desirability scores: 19 mothers, 10 fathers,). This latter group is presumably unwilling to admit to positive feelings about the self.

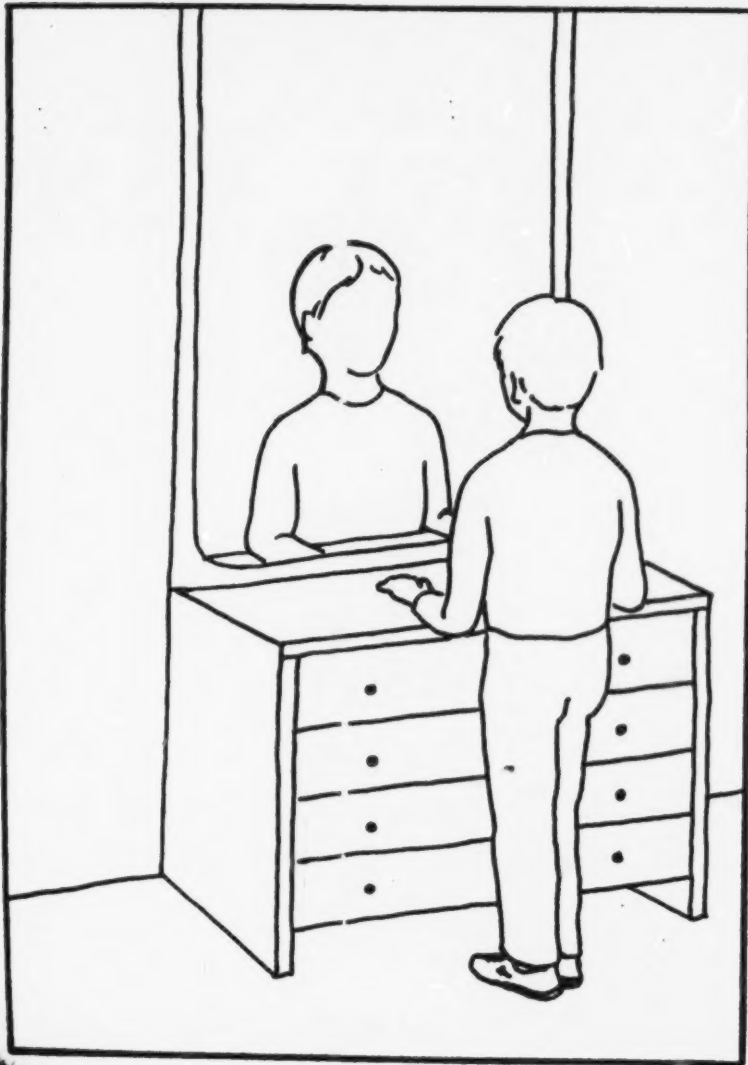
Nass (1990) examined the relationship between the four self esteem clusters of mothers and children's scores on three measures: the revised TED, the Children's Social Desirability Scale, and the Global Scale from the Harter Perceived Competence Scale. Using a 4 (mother cluster) $\times$ 2 (child sex) MANOVA with the three measures of children's self esteem as his dependent measures, Nass (1990) found a trend for the multivariate mother cluster $\times$ sex of child interaction: $F(9,167) = 1.86$, $p = .06$ (univariate F for children's social desirability scores: $F(3,59) = 2.39$, $p < .08$). Univariate analyses revealed that mothers in the self effacing cluster tended to have sons with higher social desirability scores (i.e. sons who were trying to make a good impression) than did mothers in other clusters: X for sons of mothers who were self effacing: 14.33, s.d. = 6.61; daughters of self effacing mothers: $X = 10.10$, s.d. = 4.82. Sons of mothers in the defensive group tended to have low social desirability scores, but daughters of these mothers tended to have high social desirability scores: X for sons of mothers in the defensive cluster: $X = 8.38$, s.d. = 3.70; X for daughters: = 11.59, s.d. = 6.39. Thus, daughters of defensive mothers tended to present themselves in a socially desirable way, which may also be interpreted as defensive. Daughters of mothers with true good self esteem had the lowest social desirability scores, i.e. cared least about making a good impression: X for daughters = 6.0, s.d. = 1.63. However, sons of mothers with good self esteem had relatively high social desirability

scores: $X = 11.67$ s.d. = 5.86. The mixed self esteem cluster of mothers had sons and daughters whose social desirability scores did not tend to differ by sex or from the other clusters: sons: $X = 10.56$, s.d. = 4.67; daughters = 10.00, s.d. = 2.52. It appears from these data that daughters' social desirability scores, or the degree to which they present themselves in a socially desirable way, tends to be consistent with their mothers' self presentations; but that the relations between sons' social desirability scores and their mothers' self presentations is more complex.

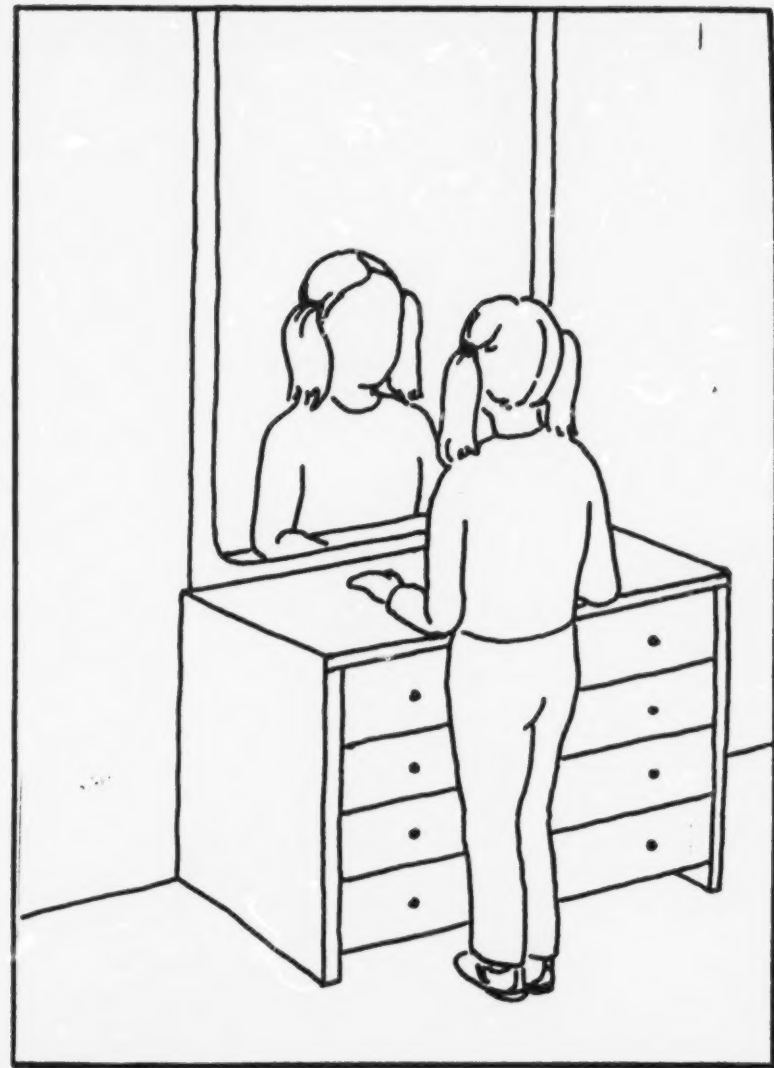
Summary

In summary, the revised TED is a measure which holds a great deal of promise for future research on self esteem with both children and adults. It can be used with children as young as age 6 as well as with adults. The measure is scored on a 1 to 5 point scale and includes a scoring category for ambivalent feelings about the self. Both inter-rater and test re-test reliabilities have been high, and both concurrent and construct validity have been established. The revised TED is less highly correlated with social desirability measures than are self report measures and thus may reflect impression management less strongly. It allows for the possibility of viewing self esteem as a categorical, rather than as a continuous variable, thus opening up the possibility of viewing self esteem in more complex ways than simply low vs. high self esteem. Future analyses using the revised TED and comparing patterns of scores among several measures of self esteem will hopefully lead to a richer understanding of self esteem in both children and adults.

Figure 1. Revised TED stimuli



11



12

Table 1

Revised TED Scoring System

1 - Negative Self
esteem

Child is depicted as feeling terrible, hopeless. Child is described in negative terms (e.g. as failure, ashamed, weak, stupid) and/or with strong negative feelings (e.g. unhappy, awful, nervous, scared, guilty, angry, disgusted, tired, bored). Child may be involved in unpleasant or punishing kinds of activities (e.g. going to school or other things against will, doing chores, homework), rather than fun things. Others may have low regard for the child (e.g. call him names, tease him, reject, scorn, or disapprove). Most importantly, there is no positive resolution, hope or redeeming quality.

Examples:

This boy's father just yelled at him for coming home late. The boys didn't know his grandmother was coming and he was supposed to be home. He's feeling sad. His grandmother comes and she doesn't bring him a present.

2 - Somewhat negative

a) Child is described in negative terms (e.g. feeling inadequate about self or appearance, with negative feelings or involved in negative activities); however, negativism is milder than in code 1. There is some indication of potentially redeeming qualities or hope. Perhaps child speaks to someone who says things will get better or helps child deal with problems

b) Child is described in conflict over own adequacy or looks, and decides more or less negatively about the self (e.g. has specific personality defect, is ugly or poorly groomed, weak, failure). But there is some indication of potentially positive or hopeful aspects.

Examples:

This girl is feeling sad because no one will play with her. Some other girl called her a name and wouldn't let her play. A new girl came to school and no one would play with her either. So they played together. (Feeling)? A little better.

(b) He's looking to see if he has any pimples. He's feeling sad and embarrassed because he has three. His Dad says everyone gets pimples and it doesn't matter. He's not sure if they'll go away tomorrow or next month.

This is about a housewife who's very sad because her husband beats her. She's cleaning up the house every day and tells the kids they're going to go to grandma's. She gets a divorce and finds a new husband who doesn't beat her and everyone's happy.

3- Ambivalent or
mixed self esteem

a)child is described as being confused or with mixed feelings about the self with no resolution (a combination of feeling happy and pleased and not happy or dissatisfied, nervous, scared, guilty, angry, bored, tired.) Both good and bad qualities about the self are reported equally.

b)child is described positively but only because people tell her that she is nice or good or they do nice things for her. Child herself is not sure.

Examples:

She's looking at her new haircut. She's thinking it's sort of okay but it makes her look a little like a boy. Her mom likes it but she hasn't shown her friends yet. She hopes they say it's cute and don't laugh or call her a boy.

Note: Response should be coded a 3 if you can't decide between a 2 and a 4.

4-Somewhat
Positive

a)child is depicted with only mildly positive feelings (e.g. a little happy, pleased, sort of confident, can probably accomplish a lot, maybe will go to a party.) There's a sense of caution or tentativeness in the adjectives used, but the general tone is positive.

b)child is in conflict over adequacy or looks and decides more or less positively about the self. More positive is mentioned than negative; however, some caution is indicated.

Examples:

The boy is excited because the coach said he could be the pitcher. He's looking at himself, trying to decide if he'll be a good pitcher. He thinks he'll be okay if he practices with his brother and dad a lot.

5- Positive Self
Esteem

The child is depicted with only wonderful personality traits (e.g. nice, generous, pleasant, kind). Child may be liked by others, self-confident, self-assured, capable of solving own problems, takes initiative, is pleased with his appearance, allows self to participate in enjoyable activities (e.g. play with friends, go to a party, playground, etc.). Child has only positive affect (e.g. happy, pleased, hopeful about the self). No report of anything negative. Child should give reason why child in story is happy, likes self, etc.

Examples:

She's going to a party and looking to see if she looks okay. She is really glad her mother let her buy a new sweater. It really looks good. She's going to have fun with all of her friends.

Uncodable: Child is not described in evaluative ways and there is no indication that the interviewer probed for more information.

Examples: He's looking in the mirror.

It's a girl she just got dressed and is looking at herself in the mirror.

NOTE: If the child does not describe the story character in evaluative ways, the interviewer should repeat the questions to the child one at a time, e.g. "What happened? What's going to happen? What's s/he feeling?", etc, allowing time between each question for the child to respond.

Table 2

Summary of Dissertations Using the revised TED Self-Esteem Measure

Author	Eric Nass
Title of Study	Familial determinants of self esteem
Year	1990
Sample	111 mothers, X age = 39 years 93 fathers, X age = 40 years 120 children: 60 boys and 60 girls 30 boys and 30 girls: X age = 7.5 yrs; 30 boys and 30 girls: X age = 11.5 yrs Sample ranged from 1 to 7 on the Hollingshead-Redlich with a mean of 4.5
Relevant Measures (in addition to the revised TED)	Rosenberg Self Esteem Scale Marlowe-Crowne Social Desirability Scale Children's Social Desirability Questionnaire (Crandall, Crandall & Katkovsky, 1965) Global Self Worth Scale of Harter's Perceived Competence Scale for Children The Child Rearing Practices Report (Elock, 1965)
Results	Within the Adult sample Rosenberg and TED do not significantly correlate ($r = .01$), even when Marlowe Crowne social desirability scores are partialled out of the relationship ($r = .01$). Rosenberg and Marlowe-Crowne social desirability significantly correlate for fathers, $r = .22$, $p < .05$, but not for mothers ($r = .03$). TED and Marlowe-Crowne social desirability do not correlate for either mothers or fathers ($r = .05$ for mothers; $r = .09$ for fathers) Correlations between husbands' and wives' TED scores approached significance, $r = .22$, $p < .10$; not true of Rosenberg $r = .05$). Using partial correlations in which Marlowe Crowne social desirability scores are partialled out of the relationship, the results remain almost identical: $r = .07$ for Rosenberg; $r = .24$ for TED, $p < .10$. Within the child sample TED and Harter significantly correlate for girls ($r = .23$ $p < .05$), but not for boys ($r = .05$). However, when children's social desirability scores are partialled out of the relationship, the results are not significant for boys or for girls ($r = .10$ for girls; $-.03$ for boys). Both the TED and the Harter significantly correlate with CSDQ (social desirability scores; $r = .48$ for Harter, $r = .23$ for

TED).

Relationships between parents and children

Mother's and fathers' TED scores are significantly correlated with children's (including boys + girls) Harter scores (mothers: $r = .21$; fathers: $r = .23$). When children's social desirability scores are partialled out, the relationship holds for mothers: $r = .22$; but not for fathers $r = .16$.

Fathers' TED scores are significantly correlated with sons' Harter scores: $r = .46$, $p < .01$. When children's social desirability is partialled out of the relationship, the correlation is still significant at $r = .35$, $p < .05$. Fathers' TED scores also correlate significantly with sons' social desirability scores: $r = .38$.

Mothers' Rosenberg scores are significantly negatively correlated with sons' TED scores $r = -.24$, $p < .05$. This remains a trend when social desirability scores are partialled out of the relationship $r = .20$, $p < .10$.

Fathers' and mothers' "control" factor scores on the Block child rearing measure are negatively correlated with sons' TED scores $r = -.44$, $p < .01$ (mothers and sons) and $r = -.47$, $p < .01$ (fathers and sons) using partial correlations which controlled for children's social desirability scores. These correlations become trends when social desirability scores are not controlled ($r = -.21$ for moms; $r = -.31$ for dads, p 's $< .10$).

Table continues

Author	Martha Bestebreurtje
Title	Correlates of Fantasy Use in School- Aged Children
Year	1990
Sample	58 children (30 boys and 28 girls: 8 to 11 years (X age = 10 years 1 month), 1.6 score on the Hollingshead-Redlich WISC-R Vocabulary Subtest X = 13.8
Relevant Measures	Harter Perceived Competence Scale Children's Fantasy Inventory (Rosenfeld, Huesmann, Eron & Torney-Purta, 1982) Quay-Peterson Revised Behavior Problem Checklist (Quay & Peterson, 1987).
Results	Global Self-Worth and Athletic Sub-Scales of the Harter Perceived Competence Scale significantly correlated with TED self esteem scores ($r = .26$, $p = .05$, and $r = .27$, $p < .05$, respectively). TED self esteem scores significantly correlated with behavioral problems as rated by teachers on the Quay-Peterson Behavioral checklist ($r = -.32$, $p = .02$). Harter scales did not significantly correlate with the Quay-Peterson. In boys, scores on the TED tended to correlate with the presence of aggressive-dysphoric daydreams as measured by the Children's Fantasy Inventory (Rosenfeld, Huesmann, Eron, and Torney-Purta, 1982). As similar to much previous research on self esteem, older children had lower TED self esteem scores than did younger children ($r = -.27$ $p = .04$). WISC-R Vocabulary scores did not correlate with self esteem scores ($r = -.08$).

Author	Scott Watanabe
Title	Assessing self esteem from the MUG: A new test of children's personality
Year	1990
Sample	90 children (30 second graders, 30 fourth graders, 30 sixth graders (Mix of racial groups and socioeconomic classes)
Measures	Children's Social Desirability Questionnaire (Crandall et al, 1965). Piers- Harris Self Concept Scale
Results	Piers-Harris and CSDQ significantly correlate $r = .38$, $p < .01$ TED and CSDQ significantly correlate $r = .26$, $p < .05$ Piers-Harris and TED significantly correlate: $r = .52$, $p < .001$ They continue to correlate even when CSDQ is partialled out of the analysis: $r = .35$, $p < .01$.

Table continues

Author	Deborah H. Hay
Title	Children's use of defense: Developmental and individual differences
Year	1989
Sample	Same as Nass (1990): see above
Measures	Reported emotion story task (Brody, Hay & Vandewater, 1990) Other measures same as Nass
Results	Younger children score more highly on the TED than do older children ($F(1,118)=11.46$, $p = .001$).

Analyzed TED data categorically by looking at five different groups of children (each obtaining one of the TED scores). found that children who scored "4" (somewhat positive) scored highest on CSDQ scores ($F(4,117)=57.10$, $p < .04$ and most defensively on the Reported Emotion Story task ($F(4,116)= 2.79$, $p = .03$, which required them to identify emotions in stories. Children in the lowest self esteem group (scoring 1) scored lowest on the denial measure of the Reported Emotion story task, while children in group 4 scored highest on denial.

Divided children on the basis of their TED and Harter scores into four groups: those with low Harter and low TED scores, (9 girls and 5 boys); those with high Harter and low TED scores (4 girls, 10 boys), those with mid-range Harter mid-range TED scores (6 girls, 9 boys), and those with the the highest Harter and somewhat positive TED scores (3 girls, 6 boys). Found that these groups differed in the defenses used and in the emotions defended against, e.g. children in the low Harter and low TED group tended to deny or minimize feelings of liking/respect more than did the other groups ($F(3,50) = 3.06$, $p < .04$, and were also the most defensive in situations depicting story protagonists with positive personality traits ($F(3,50) = 3.14$, $p < .04$).

Author	Lesley B. Landau
Title	Developmental changes in the determinants of self esteem
Year	1986
Sample	73 school aged children (35 second graders: 15 boys, 20 girls 38 eighth graders: 16 boys; 22 girls)
Measures	Harter Perceived Competence Scale (Global Self-Worth Subscale) Children's Social Desirability Questionnaire (CSDQ: Crandall, Crandall, and Katkovsky, 1965) Children's Report of Parent Behavior Inventory (Schaefer, 1965) Academic performance score from students' school records Teachers' ratings of child's social status on 1 to 6 point scale (antagonizes other kids/is actively disliked to one of the most popular kids in the class). Child's ratings of their own academic and social standing
Results	TED and Harter do not correlate ($r = -.07$), even with CSDQ partialled out. TED and CSDQ do not correlate ($r = .05$) Harter and CSDQ do correlate ($r = .36$, $p < .001$). TED and Harter are higher for second than for eighth graders ($F(1,69)=12.76$, $p < .001$) For second graders, TED self esteem scores are related to: Academic performance (structure coefficient = .54) Child's perception of mother's warmth (structure coefficient = .48). Mother's ratings of her own warmth (structure coefficient = -.48). For eighth graders, TED self esteem scores are related to: Perceived academic performance (structure coefficient = .56) Perceived social status (structure coefficient = .44) Teachers' evaluations of child's social status (structure coefficient = .30).

Author	Ann Jirkovsky
Title	The Relationship between participation in organized youth sports, perceived physical competence and self esteem in young boys
Year	1986
Sample	30 8 year old boys 15 8 year old girls (white, middle class)
Measures	Harter Perceived Competence Scale Children's Social Desirability Questionnaire (Crandall, Crandall & Katkovsky, 1965).
Results	TED and Harter Global Self-Worth scale are not correlated $r = .07$ TED does not correlate with social desirability scores $r = .01$ Harter does not correlate with social desirability scores $r = .30$. Test re-test reliability of TED after 3 months is $r = .51$, $n = 30$ (only boys were tested twice), $p < .05$.

Table continues

Author	Kathryn Kogan
Title	Alcoholism and Hysterical Personality in Women
Year	1983
Sample	30 adult women (21 to 50 years). (10 alcoholics, 10 outpatient controls, 10 alcoholic spouses) education $\bar{X}$ = high school graduate, s.d. = 1.6 years occupation $\bar{X}$ = semi-skilled worker family income $\bar{X}$ = \$ 16,000, s.d. = \$6,000 IQ as measured by the WAIS-P, Verbal $\bar{X}$ = 109, s.d. = 11
Measures	Lazare-Klerman-Armor Personality Inventory (Lazare, Klerman & Armor, 1966, 1970). Perley-Guze Medical Symptom Checklist (Perley & Guze, 1962).
Results:	Scores on the TED significantly correlated with problems with problems in sexual functioning ($R = .31, p < .05$), and tended to correlate with medical symptoms without a clear diagnosis ($R = .29, p < .06$), both of which were measured by the Perley-Guze Symptom Checklist. TED scores also correlated with the "orality" scale on the Lazare-Klerman-Armor Inventory $r = .42, p < .01$, measuring characteristics such as passivity, suggestibility, self-doubt.

NOTE: Three of the above studies, done by Jirkovksy (1986), Watanabe (1990), and Landau (1986) used a 4 point scale for the revised TED which did not include the third scoring category - mixed or ambivalent self esteem, and also used the original TED stimuli - which were photographs of either a boy or a girl looking in a mirror. The original photos included children whose facial expressions seemed to differ for the boy vs. the girl. We thus switched to using the line drawings presented in the text for further development of the measure. Although Kogan (1986) did use the 5 point scoring system listed in Table 1, she also used the original TED photographs as stimuli.

Table continues

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^a From Table 2, only the lesser known scales used are cited here.